south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Monthly Special Education Director Call

Special Education Programs
October 20, 2020

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South Dakota Parent Connection

Information and Training Opportunities for Parents and Professionals

SOUTH DAKOTA
Parent Connection
Resources for families of children with disabilities.

2

SPDG Parent Engagement Opportunities

https://sdsfec.org/literacy-tips-for-families

3

• This training series offers information for parents on how to work with their child at home in the 5 Big areas of reading that makes up reading instruction at school.

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This year . . .

In addition to continuing to promote the Read to Succeed materials, schools in the SPDG grant will receive reading tips that can quickly be copied and pasted into school newsletters, websites, or weekly communication home.

The literacy tips are broken down into 5 areas: **Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension.** They are also broken down by grade level, **K-1, 2-3, and 4-5.**
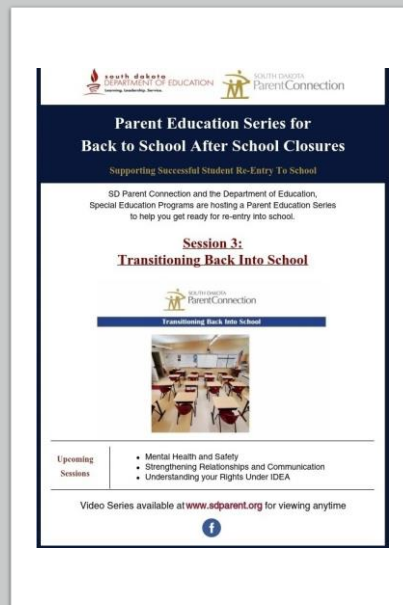
5

Current opportunities:

Special Education School Re-entry Series: July – December 2020
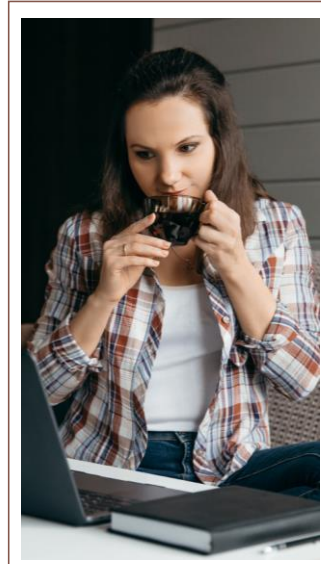
- Session 1: Getting Ready for Re-Entry
- Session 2:   Individual Education Programs and Evaluations
- Session 3:   Transition Back Into School

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Upcoming Sessions:

- Session 4: Health, Safety, and Trauma: Reminders and Red Flags

- Session 5: Keeping the Lines of Communication Open

- Session 6: A Review of Procedural Safeguards

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You can find this series at

https://www.sdparent.org/online-training/back-to-school-re-entry-education-series

Back to School Re-Entry Education Series

SD Parent Connection and the Department of Education, Special Education Programs are hosting a Parent Education Series to help you get ready for re-entry into school.
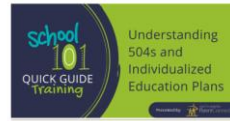
8

SDPC and SFEC Parent/Professional Training

2020/2021 Parent Professional Training

October Trainings

Understanding 504s and Individualized Education Plans

Understanding 504's IEP's

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UPCOMING SESSIONS

Tuesday, October 20th:
Understanding
Accommodations &
Modifications

More Info & Registration

Tuesday, October 27th:
Addressing Transitions and
High School Graduation
Requirements

More Info & Registration

SOUTH DAKOTA
STATEWIDE FAMILY ENGAGEMENT CENTER
sdsfec.org

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Future Sessions:

November:

Understanding How Reading Develops/Is Taught

Reading Challenges and Qualifying for Support

Understanding Dyslexia

11

Future Sessions:

January:

Understanding Social and Emotional Development of Young Children

Red Flags for Social and Emotional Delay

Supporting Your Young Child's SEL Development at Home

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February, March and April 2021

The training topics will be repeated starting with the IEP/504, Accommodations/Modifications, and Transition session in February.

We are hoping to be able to do some of these live if COVID settles down after the first of the year.

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SOUTH DAKOTA PARENT CONNECTION
CHECK OUT OUR NEW WEBSITE
WWW.SDPARENT.ORG

SOUTH DAKOTA
ParentConnection   Family Resources   Guides & Briefs   Online Training   Calendar   Q   **DONATE**

South Dakota Parent Connection is here for you!

During the past weeks, SDPC has continued to provide information and support to individuals and families through conversations and email. We are excited to announce our

All current and future training opportunities can be found on the SDPC website at

https://www.sdparent.org/online-training/20202021-parent-professional-training

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For more information

Check out our website at
www.sdparent.org

Call us at 605-361-3171

Email us at
sdpc@sdparent.org

Thank you!

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of children with disabilities.*

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Effective Practices

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Family Literacy Tips

Reading Focus: **Phonemic Awareness |** Grade: K/1

Get into Guesswork.

Did you know guessing games such as "I Spy" can be used to work on almost any phonological skill? Want to practice noticing what **sounds** words begin with?

Try "I spy something red that starts with /s/." Continue with other letters of the alphabet.

Another variation is to say, "I spy something that begins with the /b/ sound."

For more ideas, blogs and videos for parents and reading go to: www.sdsfec.org/literacy-tips-for-families

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Family Literacy Tips

Reading Focus: **Phonemic Awareness |** Grade: K/1, 2/3, 4/5

Rhymes are wonderful to help kids with *phonemic awareness*, which is the building block for strong reading skills.

• "I'm wearing something warm that rhymes with *boat*."

• "I see something that rhymes with pig."

• "There is something green that rhymes with knees."

Continue with other words as you go throughout your day!

For more ideas, blogs and videos for parents and reading go to: www.sdsfec.org/literacy-tips-for-families

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Family Literacy Tips

Weekly tips in each of the Big 5 literacy areas.
- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Great to add to family communications – newsletters, website, social media, etc...

To be added to the email list, contact Lisa Merchen
lmerchen@sdparent.org

READ TO SUCCEED website -
http://bit.ly/ReadtoSucceedSD

SD SPDG

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SOUTH DAKOTA
ParentConnection
Resources for families of children with disabilities.

SOUTH DAKOTA
STATEWIDE FAMILY ENGAGEMENT CENTER
Growing learners cradle to career

DAKOTA STATE
UNIVERSITY

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IEP Quality Website Tip of the Month

Parent Involvement: Individualized Education Programs

In the 2017 *Endrew F.* decision, the Supreme Court emphasized the critical importance of parent input and involvement in the IEP process.

An IEP must be drafted in compliance with a detailed set of procedures that "emphasize collaboration among parents and educators and require careful consideration of the child's individual circumstances." (*Endrew*, p. 2)

iepQ
IEP Quality Project

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IEP Quality Website Tip of the Month

"the nature of the IEP process ensures that parents and school representatives will fully air their respective opinions on the degree of progress a child's IEP should pursue."

(*Endrew*, p. 16)

Documentation of this involvement is paramount to ensuring parents are in support of the IEP as a way to provide FAPE for their child with a disability served under the [IDEA] statute.

(*U.S. Department of Education, Q&A on Endrew*, 2017)

iepQ
IEP Quality Project

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IEP Quality Website Tip of the Month

Parental Involvement in the Current COVID-19 Environment

OSEP Question and Answer (Q & A) document published Sept. 28, 2020

The Department encourages the use of the flexibility included in 34 C.F.R. § 300.328 which allows IEP Team meetings to be conducted through alternate means (e.g., telephone or video conference call) as long as the method meets privacy standards.

The manner chosen must allow the parent to participate in the meeting in a meaningful way, giving the parent opportunities to ask questions and provide input into decision-making.

Documentation of parental input and resulting decisions is required.

iepQ
IEP Quality Project

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Once a student age 3 through 5 is determined eligible for Special Education and/or Related Services they should be enrolled in Infinite Campus.

- SIMS/State ID is created
- Demographics and enrollment
- State Performance Plan Indicators
- Child Count

Infinite Campus and Early Childhood – Ages 3-5

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Accommodations and Online Learning

- Make sure they are individualized for each student
- May need to think about them a little differently
  - Preferential seating (could be more like preferential interactions or more frequent interactions)
  - Separate setting (could be a breakout room for para and student)
  - Oral tests or test read aloud (could be provided in a breakout room or could be recorded for the student)
  - Noise buffers (what would that look like at home with siblings around?)
- Make sure to include parent(s) and student in decision making process
  - Find out what will work for them

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October Behavior Tip

Working with Students with ADHD

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October is ADHD Awareness Month

Characteristics of an ADHD student:

1. Talk out of turn
2. Trouble following long sets of directions
3. Forgetful
4. Struggle with completing tasks
5. Fidgety

Zoom challenges??

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October is ADHD Awareness Month

Classroom/Virtual Strategies

1. Keep expectations consistent.
   a. Does the student have different teachers with different expectations?
   b. Are the expectations posted?
2. Limit distractions
   a. Start with a reminder
   b. When in class, seat them away from high traffic areas
3. Provide frequent feedback
   a. Have teachers leave reminders for themselves
   b. Make feedback as positive as possible
4. Reinforce positive behavior
   a. Know what reinforces the student
   b. Reinforce quickly and frequently
5. Implement breaks
   a. Encourage movements during breaks
   b. Establish break times so students know how long they must sit
6. Write down/break up directions
   a. Written directions=less confusion and questions
   b. Help them to chunk multi-step tasks into smaller sessions

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Changing the Game: Tips and Tricks for Virtual Learning

Online school/distance learning/at-home learning, whichever term is used, teaching from afar has become a reality. We are assembling a panel of educators to discuss creative tips and tricks they have used with their students and share some of their funniest moments.

Please email Rebecca.cain@state.sd.us with any suggestions of educators to be panel members.

When your white board is at school

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Accountability

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Q7. How can LEAs conduct reevaluations to determine a child's continued eligibility for IDEA Part B when staff cannot conduct in-person meetings or evaluations due to the pandemic?

- OSEP Q and A on PART B Service Provisions

- A reevaluation must occur at least once every three years, unless the parent and the public agency agree that a reevaluation is unnecessary. 34 C.F.R. § 300.303(b)(2).

- Assessment criteria is meet.

- 2 Regulations For IEP Teams

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Review of Existing Data:
24:05:25:04.02. Determination of needed evaluation data.

As part of an initial evaluation, if appropriate, and as part of any reevaluation, the individual education program team required by § 24:05:27:01.01 and other qualified professionals as appropriate with knowledge and skills necessary to interpret evaluation data, shall:

(1) Review existing evaluation data on the child, including:

(a) Evaluations and information provided by the parents of the child;

(b) Current classroom-based local or state assessments and observations; and

(c) Observations by teachers and related services providers; and

(2) Based on the above review and input from the student's parents, identify what additional data, if any, are needed to determine:

(a) Whether the student has a particular category of disability as described in this article;

(b) The present levels of academic achievement and related developmental needs of the student; and

(c) Whether the student needs special education and related services.

The school district shall administer assessments and any other evaluation materials as may be needed to produce the data required to make the determinations listed in subdivision (2) of this section. If no additional data are needed to make the determinations listed in subdivision (2) of this section, the school district shall notify the student's parents of this fact and the reasons for this decision. The group described in this section may conduct its review without a meeting.

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24:05:25:06. Reevaluations

A school district shall ensure that a reevaluation of each child with a disability is conducted in accordance with this chapter if the school district determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation or if the child's parents or teacher requests a reevaluation.

A reevaluation conducted under this section may occur not more than once a year, unless the parent and district agree otherwise, and must occur at least once every three years, unless the parent and the district agree that a reevaluation is unnecessary.

Reevaluations must be completed within 25 school days after receipt by the district of signed consent to reevaluate unless other time limits are agreed to by the school administration and the parents consistent with § 24:05:25:03.
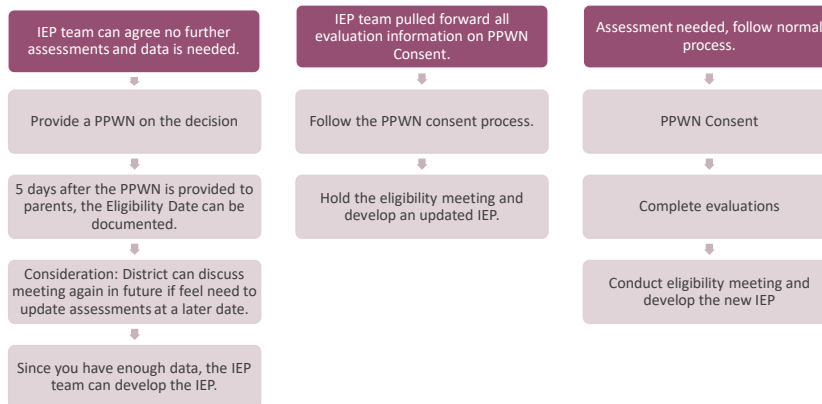
Each school district shall follow the procedures under § 24:05:25:04.02 when reevaluating a student for the additional purposes of:

(1) Determining whether the child continues to have a disability and determining the educational needs of the child;

(2) Determining the present levels of academic achievement and related developmental needs of the child;

(3) Determining whether the child continues to need special education and related services; and

(4) Determining whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general education curriculum.

If no additional data are needed to determine continuing eligibility and the child's educational needs, the district shall notify the parents of that determination and reasons for it and of the right of the parent to request an assessment, for purposes of determining the child's educational needs under this article, and to determine continuing eligibility. The school district is not required to conduct an assessment unless requested to do so by the child's parents. However, a school district shall follow the procedures in this chapter before determining that the child is no longer a child with a disability. The evaluation procedures described in this chapter are not required before the termination of a child's eligibility under this article due to graduation from secondary school with a regular high school diploma, or exceeding the age eligibility for FAPE.

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Options for IEP teams

IEP team can agree no further assessments and data is needed.	IEP team pulled forward all evaluation information on PPWN Consent.	Assessment needed, follow normal process.
Provide a PPWN on the decision	Follow the PPWN consent process.	PPWN Consent
5 days after the PPWN is provided to parents, the Eligibility Date can be documented.	Hold the eligibility meeting and develop an updated IEP.	Complete evaluations
Consideration: District can discuss meeting again in future if feel need to update assessments at a later date.		Conduct eligibility meeting and develop the new IEP
Since you have enough data, the IEP team can develop the IEP.		

Note: Option one and two should be supported with appropriate information and data. It should not be used solely because of the pandemic or due to scheduling issues.

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Internal Review Template

- Internal Review template allows special education staff to determine if meeting the compliance requirements for IDEA.
- Access at https://doe.sd.gov/sped/accountability.aspx
  - Under the District Accountability Process section
  - Google download version and Excel Version with Tutorials

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Be sure to input this information before working in the coresponding file numb
This information auto-populates out to each file number, but not vice versa.

Staff Reviewed	Student Name	SIMS#	DOB	Race/Ethnicity	Disability (
Staff 1	Student 1	010123456	1/1/2001	Race 1 ▾	DisCode
Staff 2	Student 2	020123456	2/2/2002	Race 2 ▾	DisCode
Staff 2	Student 3	030123456	3/3/2003	Race 3 ▾	Discode
Staff 4	Student 4	040123456	4/4/2004	Race 4 ▾	DisCode
Staff 5	Student 5	050123456	5/5/2005	Race 5 ▾	DisCode

Caseload Files Tab

- This allows district administrator to assign each special education case manager a file tab to complete on a file of their choosing.
- The demographic information is optional if concerned with confidentiality.

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Present Levels of Academic Achievement & Functional Performance		Y	N	N/A	N/A
Progress/Involvement in General Education Curriculum (24:05:27:01.03)	A statement of the student's present levels of academic achievement and functional performance, including: (a) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students); or (b) For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities.	☐	☐	☐	F1V213
Parent Input in Development of IEP (24:05:27:01.02)	Document input from the parent(s) that is helpful to develop the IEP. What input did the parent provide on how they see the disability impacting their child at home and with school? Do they have any input or suggestions for the team? Click here to skip to the Special Factors section.	☐	☐	☐	
Present Levels of Academic Achievement & Functional Performance Linked to Annual Goals (24:05:27:01.03)	Skill Area: / Measurable Goal: ☐ Strengths ☐ Condition ☐ How well ☐ Needs ☐ Performance ☐ How often ☐ Link to evaluation	☐	☐	☐	F1V218
	Skill Area: / Measurable Goal: ☐ Strengths ☐ Condition ☐ How well ☐ Needs ☐ Performance ☐ How often ☐ Link to evaluation	☐	☐	☐	
	Skill Area: / Measurable Goal:				

File Tab

- Each staff member will have a File tab to complete.
- The File tab mirrors the state compliance document.
- The first column is the area of the process. If you click on the words, it takes you to the related ARSD.
- The middle column explains what to look for in the IEP.
- The Y, N, NA column allows staff to identify if completed correctly (best of their knowledge) or not. Remember this is a Technical Assistance document and not a compliance document sent to the state.

- Tan section or last column is meant for comments from staff to assist with identification of professional development.
  - Administrator can determine how want staff to utilize this section. It can be used to:
    - Describe why a No
    - Rank staff comfortable level for each component
    - Identify where staff identifies more professional development
    - Document data on specific area
    - Etc...

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Slide 39

	District	File 1	File 2	File 3	File 4	File 5	File 6	File 7	File 8
1									
23	Consent for Reevaluation (24:05:25:06.01)								
24	Evaluations to be Completed by the District per Parental Prior Written/Consent for Evaluation (24:05:25:04.02)	F1V62	F1V62	F1V62	F1V62	F1V62	F1V62	F1V62	F1V62
25	Existing Evaluation Data to be Pulled Forward (24:05:25:04.02)	F1V76	F1V76	F1V76	F1V76	F1V76	F1V76	F1V76	F1V76
26	Skills Based Assessment and Report (24:05:25:04)	F1V86	F1V86	F1V86	F1V86	F1V86	F1V86	F1V86	F1V86
27	Reevaluation Timeline (24:05:25:06)	F1V101	F1V101	F1V101	F1V101	F1V101	F1V101	F1V101	F1V101
28	Initial Evaluation Timeline (24:05:25:03)								
29	All Evaluations Administered Per PPWN (24:05:25:03.04)	F1V105	F1V105	F1V105	F1V105	F1V105	F1V105	F1V105	F1V105

Compiled Notes Tab

- Compiled Notes Section (if staff complete the tabs in the same document), will compile all staff notes from the file reviews.

- The first column is the regulation in the process that was identified in each file tab completed.

District Use For This Tab

- Administrator can quickly look at comments to see which areas staff are identifying as strengths or need more professional development.

- You will be able to see if only a specific staff or if it is districtwide/schoolwide need.

- This allow administrators to determine appropriate professional development.

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Slide 40

Caseload Data Tab

This tab takes the Y, N, NA percentages from each file tab and tabulates it here. (yellow)

Administrator then can see which area of the process staff identified as a yes or no. (orange)

The section headers will be what the district reports to the state as an area additional professional development was identified by the district. (green)

SD Internal Review Data	Record of Access	Referral	Initial Placement	Evaluation
File 1	N/A	N/A	N/A	N/A
File 2	N/A	N/A	N/A	N/A
File 3	N/A	N/A	N/A	N/A
File 4	N/A	N/A	N/A	N/A
File 5	N/A	N/A	N/A	N/A
File 6	N/A	N/A	N/A	N/A
File 7	N/A	N/A	N/A	N/A
File 8	N/A	N/A	N/A	N/A
File 9	N/A	N/A	N/A	N/A
File 10	N/A	N/A	N/A	N/A
File 11	N/A	N/A	N/A	N/A
File 12	N/A	N/A	N/A	N/A
File 13	N/A	N/A	N/A	N/A
File 14	N/A	N/A	N/A	N/A
File 15	N/A	N/A	N/A	N/A
File 16	N/A	N/A	N/A	N/A
File 17	N/A	0.00%	100.00%	66.67%
File 18	0.00%	N/A	0.00%	75.00%
File 19	N/A	N/A	N/A	N/A
File 20	N/A	N/A	N/A	N/A
District Averages	0.00%	0.00%	50.00%	70.83%

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PPWN Consent Document Contains

✓ Parental Input

✓ What the district will evaluate?

✓ What district already has – Pulling Forward

✓ A. Explanation of why the district proposed or refused to take the action

✓ B. Description of other options that the IEP team considered and the reasons why those options were rejected

✓ C. Description of each evaluation procedure, assessment record or report the district used as a basis for the proposed or refused action

✓ D. Description of other factors that are relevant to district's proposal or refusal

✓ Written Signature (Electronic - check district procedure)

✓ Dates

Resources
PPWN Webinars:
https://doe.sd.gov/spe d/webinars.aspx

IEP TA Guide and Tools and Resources Related To Special Education Eligibility

Team

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TIPS FOR PAGE 1

• Parent Input – Documentation of their involvement is important component of evaluation plan.

• Check boxes mean what evaluations the district will conduct during 25 school day timeline.

• **Existing Evaluation Data:** Document all the evaluation documentation that the district already has that will be used to determine eligibility. Also referred to as pulled forward evaluations.

STUDENT NAME:		SIMS:
PARENT/GUARDIAN NAME:		DATE SENT:
SCHOOL DISTRICT:	SCHOOL:	
DOB:	AGE:	GRADE:

Purpose of Notification: The school district must give you a written notice and seek your informed consent whenever the school district proposes to conduct an evaluation or reevaluation of your child.

☐ Initial evaluation to determine:
- Whether your child is a child with a disability,
- The educational strengths and needs of your child and
- Whether your child needs special education or special education and related services.

☐ 3-Year Reevaluation to determine:
- Whether your child continues to be a child with a disability,
- The educational strengths and needs of your child and
- Whether your child continues to need special education or special education and related services

☐ Reevaluation request by you.
☐ Reevaluation request by the school district.
☐ Additional Evaluation: (specify) _____

Documented Parent Input:

*Comprehensive evaluation data must be collected to assist the team in determining if your child is a child with a disability and whether the child is in need of services. The following areas of evaluation are needed and will be administered or if noted, existing evaluation information will be used (**Note**: Skill-based assessment data in the suspected areas of disability will be gathered as part of the evaluations administered below):*

☐ Academic Achievement ☐ Articulation ☐ Audiological
☐ Ability ☐ Language ☐ Ophthalmological
☐ Observation ☐ Fluency ☐ Chronic/Acute Health (Diagnosis)
☐ Adaptive Behavior (to include social) ☐ Voice ☐ Current Medical Data/Records
☐ Behavior ☐ Fine Motor ☐ Autism Specific Instrument
☐ Transition ☐ Gross Motor ☐ Orientation/Mobility
☐ Developmental (Cognitive, Adaptive, Motor, Communication, Personal/Social) ☐ Braille

List other areas to be evaluated: (Might include areas such as: ☐ vision screen, ☐ hearing screen, ☐ sensory motor, ☐ visual motor, ☐personality, ☐social/emotional, ☐ functional behavior assessment, etc...)

Existing Evaluation Data: If existing evaluations are to be used, document the following:
Evaluation Area: Test Administered: Date:

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A, B, C, AND D PROVIDES DISTRICT AN OPPORTUNITY TO EXPLAIN PAGE 1 AND WHY THE TEAM AND DISTRICT MADE THE EVALUATION DECISIONS

PAGE 2

PARENTAL PRIOR WRITTEN NOTICE/CONSENT FOR EVALUATION
ARSD 24:05:25

Explanation of Action Proposed or Refused: (Must address each section below)

a. Explanation of why the district proposed or refused to take the action:

b. Description of other options that the IEP team considered and the reasons why those options were rejected:

c. Description of each evaluation procedure, assessment record or report the district used as a basis for the proposed or refused action:

d. Description of other factors that are relevant to district's proposal or refusal:

If you have questions or concern about the proposed plan, please contact _____ at _____.

Parental Rights Resources:
You have protections under procedural safeguards. If you need a copy of these procedural safeguards or assistance understanding your protections, please contact the person noted above or South Dakota Parent Connection at 1-800-640-4553.

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NO MORE CHECKLISTS!

If there were no checkboxes on the front page of the PPWN Consent:

- How would you connect the student's area of impact/concern to the evaluations needed?

- How would you document what evaluations will be gathered (new or pulled forward)?

- Other information considered

- Specific explanations on actions proposed or refused

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SITUATIONS THAT CHECKBOXES CAN'T EXPLAIN

How can you explain each of these in the PPWN?

1. Currently have a diagnosis in file, the team is looking for a more recent diagnosis, if available.
2. IEP team has eligibility documentation but wants to get current medical information in order to develop an updated IEP to provide all around student support.
3. Parents brought forth additional documentation at the eligibility meeting and the team considers it during the eligibility meeting

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DEVELOPMENTAL DELAY VS. PROGRESS MONITORING
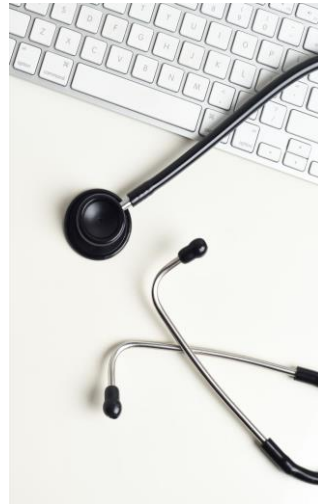
- Check Developmental when:

1. The BDI-2 is going to be used for eligibility
2. Skill based assessments must be conducted in all five areas of development if developmental delay is suspected.

- Do NOT check Developmental when:

1. BDI-2 is going to be used for progress monitoring only
2. May not be used for eligibility

When to check Developmental?

When NOT to check Developmental?

Comprehensive evaluation data must be collected to assist the team in determining if your child is a child with a disability and whether the child is in need of services. The following areas of evaluation are needed and will be administered or if noted, existing evaluation information will be used (Note: Skill-based assessment data in the suspected areas of disability will be gathered as part of the evaluations administered below):

☐ Academic Achievement ☐ Articulation ☐ Audiological
☐ Ability ☐ Language ☐ Ophthalmological
☐ Observation ☐ Fluency ☐ Chronic/Acute Health (Diagnosis)
☐ Adaptive Behavior (to include social) ☐ Voice ☐ Current Medical Data/Records
☐ Behavior ☐ Fine Motor ☐ Autism Specific Instrument
☐ Transition ☐ Gross Motor ☐ Orientation/Mobility
☐ Developmental (Cognitive, Adaptive, Motor, Communication, Personal/Social) ☐ Braille

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Special Education Data

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District Reports Available

The reports below are back online under the report menu in SD Stars.

- SP.004.00-A – SPED Accountability Student List
    Provides a list of students who are in special education and their participation and performance on the state assessment as measured for Accountability.
- SP.005.00-X – SPED Participation Rate
- SP.006.00-X – SPED Proficiency Rate
- SP.007.00-X – SPED Performance Plan

- You can access these reports at https://doestars.sd.gov/

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Child Count Reminders

- To Prepare:
  - Pull data from Infinite Campus and begin reviewing
  - Make corrections in campus prior to December 1st
  - IEP's must be in effect and student receiving services on December 1 for the student to be counted on child count.
- Timelines for December 1st, 2020 Child Count
  - Districts begin uploading December 1st
  - Child count must be submitted by January 15, 2021
  - Final Certification by February 5, 2021
- Child Count Submission Information available at
  - https://doe.sd.gov/ofm/data-childcount.aspx

College, Career, Life Ready

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Alt Assessment

Please be sure to mark alternate assessment students in Infinite Campus prior to December 11th, 2020.

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In order for a student to qualify for alternate assessment at state and district level, they must meet all three criteria:

- Student has a disability, or disabilities, that significantly impacts cognitive function and adaptive behavior.
- The student's instruction is aligned to the South Dakota Content Standards but is adapted to reflect the knowledge and skills in the Core Content Connectors.
- The student is unable to apply academic, life, and job skills in home, school, and community without intensive, frequent, and individualized instruction and supports in multiple setting.
  - What the student needs in order to learn. In other words, the student requires extensive, repeated, individualized instruction and supports from teachers and other professionals.
  - The types of materials required in order for the student to learn. Materials are significantly modified, customized, and adapted in order to facilitate understanding.
  - How the student demonstrates their learning. Their need for substantial supports to achieve gains in the grade-and-age-appropriate curriculum requires substantially adapted materials and customized methods of accessing information in alternate ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

https://doe.sd.gov/assessment/alternate.aspx

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Resources

The DOE has full guidance for participation posted on the Alternate Assessment website and Instructional Strategies for Students with Significant Disabilities.

https://doe.sd.gov/assessment/alternate.aspx

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BDI Data Manager

Friendly Reminders to Improve Indicator Outcomes

Student names need to match each other in Campus and in the BDI Data Manager. Meaning, the names need to be the same, first and last.

Enter SIMS number into BDI Data Manger for all students receiving Special Education services.

Mouse, Minnie
#076563525   DOB: 01/09/2000

Remember the Program Note.

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Battelle3
Developmental Inventory 3rd Edition™

• BDI-3 Developmental Complete Subscription

Riverside Score Platform
• Hierarchy

Riverside Score
State (SDSEA)
School Administrator
Sublevel 1 – School District
Sublevel 2 – Elementary School Building
Sublevel 3 – Classroom, Teacher or Therapist name
People granted access should only be those responsible for evaluating, entering scores and accessing that student's data.
Confidentiality of student data is important, and only those involved directly with the student should have access to the BDI Data Manager.

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Indicator 14 – Appendix A

- Still have districts with incomplete student data
- Use the reports to see check if your data is complete

- Contact Beth.Schiltz@state.sd.us with any concerns
- Have complete by Nov 1st

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Miscellaneous

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Remote Learning vs Homebound vs Homeschool
Helping Education Leaders and Communities Identify the Key Differences

Sometimes people think that remote learning, homebound services, and homeschooling are the same thing, but they are not. Each have state specific policies and procedures for implementation. Remote learning is an alternative instructional learning model being utilized in school systems across the county in various ways as a result of the COVID-19 pandemic. Review the comparison below to understand the key differences in each and how IDEA provisions apply.

	Scenario	IDEA Implications
Remote Learning	Student is enrolled in a public school system and receives education services (including special education and related services) outside of the traditional brick and mortar school building through a process determined by the public school system.	Student is entitled to all provisions of IDEA. Public school systems shall ensure free appropriate public education (FAPE) is provided in the least restrictive environment (LRE) and procedural safeguards are implemented.
Homebound	Student is enrolled in a public school system and receives special education and related services in the student's home or other designated setting such as a hospital because the IEP team determined homebound is the most appropriate placement based on the student's individual health and/or academic needs.	Student is entitled to all provisions of IDEA. Public school systems shall ensure FAPE is provided in the LRE and procedural safeguards are implemented.
Homeschool	Student is NOT enrolled in a public school system because the parent opted not to enroll in a public or a private school and instead will deliver all instruction at home in accordance with state homeschool guidelines.	FAPE does not apply to homeschool. Limited procedural safeguards of IDEA may apply to child find and evaluation activities.

IDEA: Individuals with Disabilities Education Act
IEP: Individual Education Program
LRE: Least Restrictive Environment
FAPE: Free Appropriate Public Education

NASDSE
GUIDING CHANGE
National Association of State Directors of Special Education

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Thank You

Heather Beck

Special Education Teacher

Edmunds Central

Provided a video message and tips for the Basic IEP workshops

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Transition Liaison Services Project (TSLP)

- Website: tslp.org
- Youth Leadership Forum (YLF)
  - Applications available now (**due Nov. 20, 2020**)
    - https://tslp.org/events/
  - Date of YLF – June 6 – 10, 2021
  - At Norther State University
- Teacher Roundups
- Employment Section
  - VR Transition Services Video
  - Pre-ETS (Pre-employment transition services) examples
- Post-Secondary Education section
  - Tips for High School Student Planning to Attend Post-Secondary Education video

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VR Governor Awards

Links:
- Complete 2020 Award Winners
- Nomination Applications

Education Recipients

Governor Kristi Noem presented the 2020 Governor's Awards today to South Dakota businesses and individuals who have made significant contributions to improving independent living and increasing employment opportunities for people with disabilities.

Mitchell School District, Food Service Department of Mitchell

received the **Outstanding Employer Award (Other)**. The Mitchell School District, Food Service Department capitalizes on the employee's strength, celebrates diversity, and provides a stable and supportive work environment. Employees develop work skills that include food preparation and safety, appropriate dress code, and customer service skills. Furthermore, the department promotes a diverse workforce, offering equal employment opportunities for all.

Karen Schmeiser

of Aberdeen has worked for the past 12 years teaching special education at Redfield High School. Karen has assisted and mentored 100 students with disabilities as they transition from high school to the adult world; ensuring each student had a transition plan in place. For that reason, Schmeiser **has been selected as the recipient of the Outstanding Transition Services Award.**

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Next SPED Director's Live Meeting

November 17, 2020

Reminder: New participant code sent out monthly

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